

THE NEED FOR DISTINCT HR PRACTICES IN MANAGEMENT EDUCATION – A CONCEPTUAL REVIEW

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ABSTRACT

This paper focuses on the HR practices in the field of Management Education as the fundamental component of improving the quality, which is considered as a significant factor for social, technological and political development of the nation. The paper tries to emphasize on achieving the competitive edge needed to maintain and further develop the existence and growth of Management education institutions through HR Practices. It reviews the efforts made by different authorities in India, which have tried to identify issues faced among management education and their possible resolutions.

METHODOLOGY

The data collected is extracted from secondary sources. Various websites, journals and previous published literatures were referred to draft this paper.

KEYWORDS: HR Practices, Management Education & Higher Education

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INTRODUCTION

Though there are many basic HR functions such as recruitment, training, payrolls, job evaluation, performance management, the practices in HR are neglected or given major importance in the education sector. It is a dire need for organizations to adopt a proper HR System, which will lead to efficient working of the existing system and organization development. Numerous studies were conducted regarding the importance of HR policies in organizations and its impact on students, stakeholders, placements, economy etc. Some studies Mati^[1], (2018) have suggested that education system is a mechanical process which includes input, throughput and output. It specifies that the education system is the close relationship between, students, organisation, teacher & alumni. Some studies are specific in their approach like Deming's cycle in quality and implied it on education Arcega^[2](2017). There are other studies that suggest a specific model that would bring in few qualitative aspects in education. However, it is crucial to understand that the system of education is human centric and reforms of any kind needs to be carefully examined for it is not possible to replace the basic interaction and functions of human features unlike other industries.

Management Education in India

In India management education is offered by B-schools, integrated colleges which offer technical education, and other colleges which offer PG courses. The Indian scenario of Business education is varied, as there

is no Apex body which has a standard set of rules. Each education institute is influenced by its affiliation, autonomy, or organization culture in framing its curriculum, fees, process of admission and other functionalities. These varied cultures pose grave challenges to management education. Management education started gaining popularity in 1990s, this was the time when India was undergoing a huge transformation in the Communication and IT Industry. The demand for Business education or higher education can be credited to the then globalization and governmental policies. The growth management education can trace to 18th century. From 18th century to 21st century, management education has undergone transformation in various aspects. It has tried to replicate the western style of management in practice.

Management schools have borrowed some examples from the Indian epics, scripts and practices. It is noticeable that management is a blend of many disciplines and has emerged from fundamental disciplines like philosophy, psychology, economics, accounting, mathematics, statistics and industrial engineering. And thus in Indian context, management education is perceived as education for business oriented people. It is preferred as a medium of enhancing their knowledge in conducting a business rather than education. It can be seen that students seek business related positions soon after their management education. Originally Marketing, Finance and HR Management were considered as a serviceable area of management, but Business education is much more functional as it has its fragments in Operations, Information Technology, International Business, Supply Chain Management, Retail, etc. India has viewed a gradual growth in this aspect of education as there is a growing demand for management graduates. Management education has become one of the most demanded courses today. As a consequence, private sector has penetrated the education market and invested large resources for this. Management education in India is old enough, after the emerging of IITs, there was an alarming requirement for similar establishment in management education. The Indian Institute of Managements was a result to fulfill this need; the first establishment was The Indian Institute of Management, Ahmedabad (IIMA), followed soon after by one in Kolkata (IIMC). Starting with the inauguration of 4 Indian Institutes of Management, Kolkata (1961), Ahmedabad (1962), Bangalore (1973), Lucknow (1984), now management education is being offered as full time / part time MBA programmes with numerous universities in the country. In the last few years the country has witnessed a magnificent increase in management institutions which are operated by the private sector, which offer management programs among various functional quarters of management. In the Parallel, B-schools are cropping up in the country [over 2500 institutes, of which about 1940 are certified by the All India Council for Technical Education (AICTE)], leading to concerns in quality. According to annual report (2009-2010), published by the MHRD, there were 20 Universities and 500 Colleges at the time of independence. As on 31.12.2009, there are 504 Universities and university-level institutions, 243 State Universities, 53 State private Universities, 40 Central Universities and 130 Deemed Universities. In the last 5 years the number of AICTE approved colleges has increased by almost 70% in total in many streams, whereas the figures in management institutes has seen growth of 90% in terms of number of institutes and growth of 123% in terms of intake. (Kumar^[3], 2011)

Issues in Management Education (in Indian Context)

- Selection and placement
- Career mapping
- Employee benefits and work life balance
- Performance appraisal and recognition

- Training and career development.

Education today is a booming industry, which has its needs similar to an organization which is dependent on its marketing and promoting techniques. Education industry also has stakeholders who expect from their investment. Expectations from education today have drastically changed to placements, salary package, and acquisition of knowledge from mere procurements of degrees. Few studies have defined that students are prime stakeholders in colleges and universities; they are the raw materials, suppliers, co-processors and products. HR practices are to be designed as to meet the requirements students. HR Practices are direct functions which can be translated as Quality parameters in education. Colleges and University Administration does not sufficiently practice professional HRM. The HRM practices need to focus on competitive advantage than mere staff administration. HRM is looked upon as broader which is more than recruitment procedures, contracts and payrolls. It has rather developed as tool for strong developmental and strategic approach. Legal frameworks at a country wide extent are important to set benchmarks in institutions, and assure that the monetary aids are used effectively. HR practices have a vital role to play in the quality of education provided by the institutions. Every system in education thoroughly depends on HR for implementation of its programme. Of ojebe^[4], (2010) suggests that teachers are evaluative resources for effective execution and apprehension educational policies and objectives at the practical level of the classroom. Human resource management in education essentially is connected with following major issues (Omebe^[5], 2014)

- Assessing the need for staff
- Satisfying the need for staff
- Maintaining and improving the staff services

Functions of HRM in Education are a combination of maintaining and maximizing the output of teaching staff to achieve the goals of education optimally. i. Staff maintenance & relations ii. Staff training and development iii. Procurement of staff iv. Job performance and evaluation

Why HR Practices in Management Education is Different from the Rest of the Industries?

Competitive advantage is achieved by organization can be successfully imitated by its competitors in the respective industry, but it is highly complex to imitate competencies associated with motivated staff, hence organizations need to invest more in human resource to improve the qualities and skills of their workers for achieving organization's strategic goals and objectives (Al-Alawi^[6], 2005).

Efficient management of human resources in management education can fulfill the basic needs of education as quality, profits and student teacher relationship and thus become a hub of sustainable competitive advantage to the organization. It is to be observed that though universities and affiliated colleges offer courses in human resource management, educate their students to manage large organizations and corporate but still fail to manage their own resources effectively. This scenario is prevalent in India, where higher education is dominated by the public sector. Most universities do not set up a separate department fully dedicated to performing the HR functions. India has noticed a tremendous growth in this sector of education; because of this there is a potential trend for trained management graduates. Management education has become one of the most demanded education, as a result of this private sector has entered in Indian Management scenario and invested an immense amount in this regard. For technical education, AICTE acts as a

body of benchmarking system with regards to factors such as physical infrastructure, quality of input, faculty training and such other aspects whereas Indian Management education is deprived of a regulatory body to determine the parameters for HR Practices and regulations.

However AICTE has given a few norms for management education such as Infrastructure Teacher-student ratio Number of PhDs in an organization Other regulatory bodies such as NBA have also specified some factors as crucial such as physical infrastructure, quality inputs and faculty training. However, these factors cannot be adapted to all the institutions offering management education as they are varied and needs factors that are compatible to its respective suitabilities. India is in need of a professional structure which provides accreditation to management institutions. The American Assembly of collegiate schools of business in (AACSB). The primary goal of AACSB is to increase Human Resources Management return on investment from the organization's human capital and decrease financial risk. HRM strives at bringing out the best in employees by giving an environment conducive to employee growth and satisfaction. HRM is seen as a requisite to improve the commitment of individuals who contribute to Organizational growth. There have been enormous efforts and researches to increase the quality in higher education throughput and to be well structured. These efforts need a transformation at a primitive level and on methods of dealing with resources available and the changes in the work environment, attitudes, and relationships. The way resources are managed, developed and retained to accomplish the society's goals needs to be altered (Education, 1996). Consequently, any up gradation in higher education requires a review of HRM policies. In fact, the insufficient quality in education services is largely predominant by human resources, whether directly, or indirectly participant in providing the educational services.

The Nanda Committee

Nanda Committee was the first committee that reviewed the working of three Management Institutes at Ahmedabad, Kolkata and Bangalore, to make recommendations for the promotion and development of management education in India. The Nanda Committee advised a list of remedies in 1981 for enhancing Indian Management Education viz.: Adequate funds for research to be provided without soliciting project funding. Consultancy, research for providing for basic and applied types IIMs should act as foster institutes and speed up the growth of other management institutes in the nation. There is a dire need of expertise in foreign management and offering of educational and training programme in international management. Government supervision must be subsequently reduced as each organization becomes self-reliant.

The Kurien Committee

The Indian Government set up yet another review committee headed by Mr. V. Kurien in 1991, to overlook the progress and functioning of all four institutes of management. The committee gave its report in 1992. The committee recommended that there must be a much greater emphasis on development of relevant teaching materials and research. Appropriate regulations and rewards should be commenced to strengthen few aspects of IIM functioning. The Government must be flexible in providing financial Aid to various IIMs and support the institute to rigorously focus on generating revenue, cost cutting, and fund raising activities.

The IshwarDayal

The Committee was set up when numerous institutes of management emerged during 1995 and 2000. The Indian Government appointed the IshwarDayal committee to foster further aspects of management education among the rapid

changing economic, social and business environment. The main challenge in management education was triggered by globalization of economies, rise of market economy, fast changing technology and developments in communication.

CONCLUSIONS

Several committees have looked into Indian Management Education in the past. Many problems have been spotted in management education by these committees. Most of the issues identified by the committees continue to exist as no major corrective measures have been initiated. Other challenges of human resource management that have a direct effect on the achievement of our predetermined educational objectives include;

- Student teacher ratio
- Funding issues
- Lack of proper recruitment procedures
- Lack of educative induction and orientation
- No proper appraisal methods
- Lack of work ethics and commitment
- Issues in the procedures exist, such as Recruitment, Motivation through Career Advancement
- Lack of proper Working conditions and Job benefits, Evaluation of performance
- Training and career avenues are outdated in one or the other grounds by many institutions

Moreover, the basic HR functions are not sufficient to fulfill strategic needs of organizations. Formulation of proper plans for manpower requirements, strategy development is the need of the hour in management education. It is also important and appropriate to distinguish between academic personnel and administrative personnel. Sufficient resources have to be ensured so that the institution meets the standards of regulatory and professional bodies. Legal frameworks on a country wide level are also vital to keep up minimum parameters in institutions. Institutional autonomy relating to recruitment of staff, promotion and welfare activities also add to the competitiveness of institutions. Hence HRM Practices have to be looked upon as a tool for enhancing market value rather than a meager activity to carry on functions of maintenance and sustainability in institutions.

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